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| **PRE-PLANNING: KNOW, SO, SHOWs** | **Learning Target(s)**  What will your students be able to do?  | **Relevant objectives** | |
| SWBAT analyze the effects of the Warren Court. | 5.4.2.g Analyze the significance of the Warren Court in decisions, including *Mapp v. Ohio* (1961), *Gideon v. Wainwright* (1963), and *Miranda v. Arizona* (1966). **(Warren Court, *Mapp v Ohio*, *Gideon v Wainwright, Miranda v. Arizona, rights of the accused, 4th Amendment, 5th Amendment, 6th Amendment, due process)*** | |
| **FOCUS QUESTION:** | **Materials Needed for TODAY** | |
| Which methods of Civil rights resistence were the most effective? Why? | Paper, Pencils, tracking sheets warm-up sheets, | |
| **UNDERSTANDING:** What Questions can I ask to uncover student thinking? | **HOOK –** What will initially engage students in the lesson? | |
|  | * Do you have rights when you are being arrested? What rights do you have? | |
| **OPENING. (30 min.)** |  | |
| * Do you have rights when you are being arrested? What rights do you have? * Review Sheet |  | |
| **LESSON CYCLE: GO** | **INTRODUCTION OF NEW MATERIAL. (30 min.)** | |
| Students will follow along with a power point about the cases of Miranda v. Arizona, Mapp v. Ohio and Gideon v. Wainwright. Students will take notes on their guided notes sheet and then continue to follow along with the video. Students will then do a reading on the case of Gideon v. Wainwright. | |
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| **GUIDED PRACTICE. (16 min.)** | |
| Students will complete a due process worksheet that has them analyze the importance of each of the three cases in protecting the rights of the accused. | |
| **INDEPENDENT PRACTICE. (14 min.)** | |
| Students will work on their review sheet. | |
| **CLOSING. (1 mins)** | |
| Thanks for your hardwork today. | |
| **HOMEWORK :** | |
| Review sheet! | |
|  | |
| **REINFORCEMENT** |  | | |